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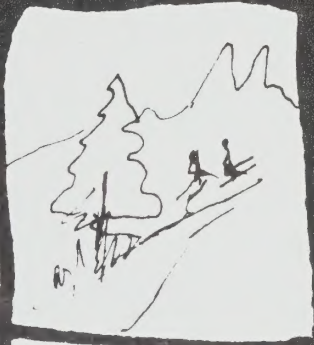
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Themes and Tools

For ESL

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HOW
TO
CHOOSE
THEM



HOW
TO
USE
THEM



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Themes and Tools

For ESL

How to choose
them and how
to use them



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ORIGINS

This small handbook has grown out of explorations made by volunteer ESL teachers involved in Parent and Preschoolers programs and bilingual instructors in programs sponsored by the Ministry of Culture and Recreation, Citizenship Branch, 5th Floor, 77 Bloor Street West, Toronto, Ontario. Examples have been drawn primarily from participants in the 1977-78 course. Special thanks go to a task force of teachers who met on weekends to develop parts of the handbook: Tony Collard, Joanne Harris, Ruth Lee, and Barb Morin. Dian Marino contributed in the graphics tool development. The handbook has been compiled by Deborah Barndt.

USES

This is just a beginning. The ideas here are in rough form and are being tried, changed, and added to constantly. They are mainly to provide a starting point for ESL teachers who would like to involve students in creating original curriculum material that is vital to their own lives. Everyone has his or her ideas; we need to be exchanging, critiquing, building more relevant materials together.

LIMITATIONS

The focus of this handbook is not on the language teaching per se, but rather on the content that gives meaning to any language lesson. Developing a guide that considers mainly non-linguistic issues is based upon the following premise: teaching English is not a neutral activity. Any time that language is taught, a particular view of the world and of the person is also taught - through the content, the process, and the methods used, the relationships and the feelings fostered. This is why we are encouraging a process of developing themes and tools that are relevant to the everyday problems of participants in an ESL class.

In order to do so, there are several stages to be followed; these processes will appear as sections in this handbook:

I. HOW TO CHOOSE THEMES

that represent problems of vital importance to participants in the class

II. HOW TO CREATE TOOLS

that help participants focus on selected problems or issues, that motivate them to relate those issues to their own experiences

III. HOW TO USE TOOLS

for conscientization:

to increase social awareness and action, using the tools to focus on themes which involve participants in reflecting and acting upon their problems

for language learning:

to develop the ability to cope with social situations in English and to articulate concerns as active community members

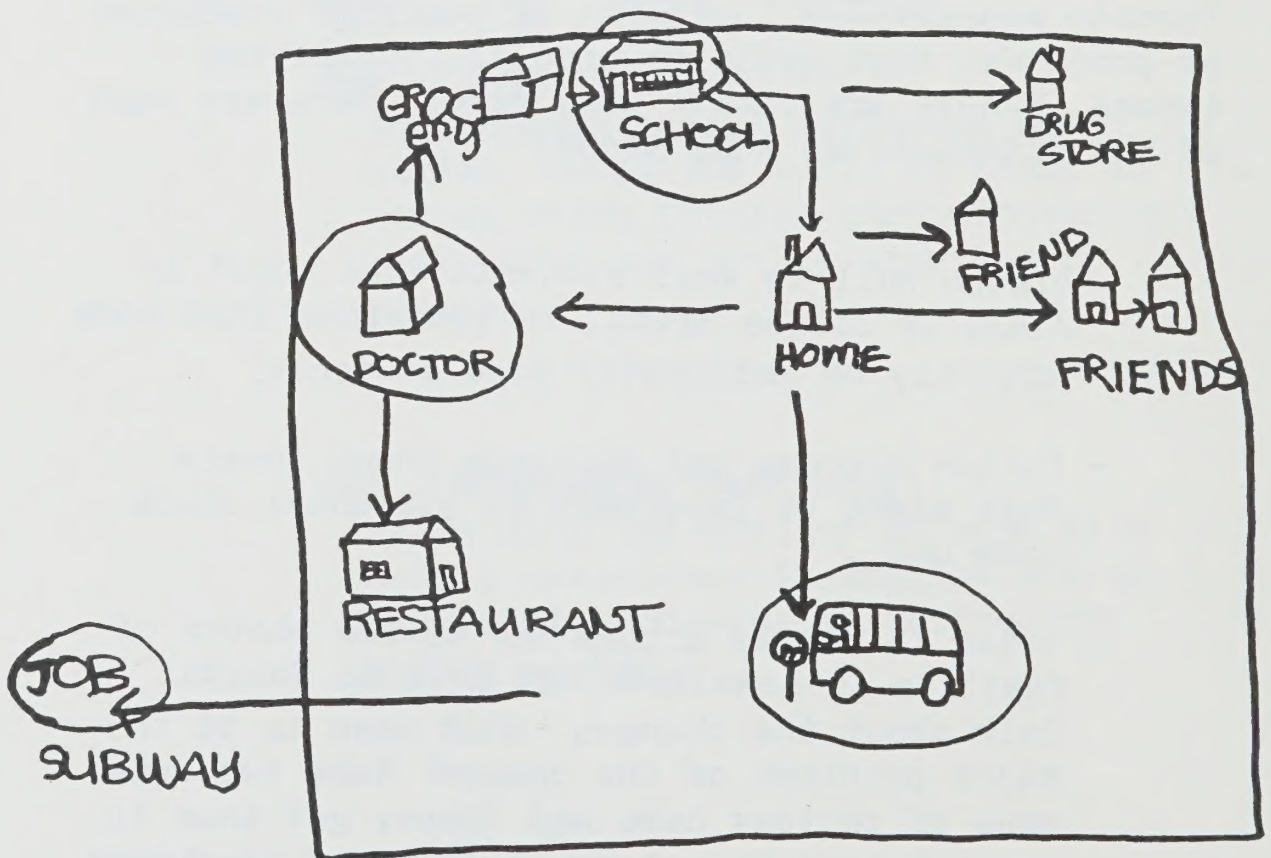
I. HOW TO CHOOSE THEMES

The first source of information in seeking out the major themes is in the class itself. Research on the community does not have to be carried out by the teacher alone, but can and should be a "participatory research" process involving students in examining their lives and naming the most important issues. It doesn't have to be a complicated or academic process either. It can be as simple a task as chatting with students during coffee break and finding out that they are concerned about the TTC fare hike. Thus, you have a theme that you know is of relevance to students, and it can be made into a lesson dealing with transit, inflation, taxes, etc., and working on English dialogues involving those issues.

The task force of ESL teachers doing some shared analysis of the Latin American community in Toronto generated a long list of possible resources or processes that could be used in identifying themes. There are surely many more. Here are some of the alternatives they noted:

- Listen well to what students talk about in class or coffee break, to questions that come directly or indirectly from students.
- Follow hunches and feelings about themes that might be important to students; check them out.
- Bring in family albums and review photos of families in homelands and here in Canada. Talk about the changes - what seem to be the major problems of the change? Make two columns of photos: here and there; get them to respond to each column in terms of happiness sadness, comfort, pride, etc.

- Get students to draw a map of their neighborhood (particularly with basic basics, where little English is spoken), and put in all the places they might go during the week (including places outside of the neighborhood). Then ask them to circle the places where they use English. You might also ask them to draw a happy or sad face by each place, expressing how they feel about going there. Get students to put their maps on the wall, and look at each others'; what are the similarities and differences? For each person, find out why they feel happy or sad about visiting one place or another. Identify places visited most often, themes most talked about, areas that cause discomfort. Develop dialogues or classes around these themes or places; visit the places circled; photograph them; use them later as tools.



- Examine stereotypes students have of Canada, and what stereotypes they think Canadians have of them. This can be done through drawings or selecting photos from magazines. Use the discrepancies between their views and the stereotypes as themes. Try some reverse role-playing, letting non-Canadians take the role of the Canadian and vice-versa.
- Get participants to draw the house they lived in as a child, including the inside and outside, furnishings, etc. Pair off participants and get them to take each other on an imaginary tour of their house, telling stories of things that happened there, reflecting cultural background, socio-economic level, etc.
- Get students to draw a typical day, with clock or times, and cartoon sketches of what they do at different times. Circle the contacts that are in English—this is another way to identify people and places that are important to them, and what pleasant or unpleasant feelings they have about them, signalling problems or issues.
- Find out what have been the most pleasant experiences, both in Canada and in their country of origin; places they like to go; people they like to talk with.
- Find out what have been the most unpleasant or most embarrassing situations students have faced as immigrants in Canada; these will be cues to problematic themes to be dealt with in future classes.

- Photo card sorts- develop a series of cards with photos on each one reflecting different aspects of the life of the immigrant, for example:
 - Personal history: photo of homeland, of plane, of emigration
 - Community issues: unemployment, transport, crime, health, etc.
 - Occupations: photos of all kinds of workers at their work places
 - Relationships: photos of different relationships important to the immigrant: husband-wife, parent-child, clerk-customer, doctor-patient, teacher-student, manager-worker, etc.
 - Customs: photos of cultural activities that may reflect importance of maintaining ethnic traditions
 - Daily activities: reflecting typical everyday encounters, problems, activities of the immigrant.

Use these photo cards to interview all participants (or let them interview each other), selecting the ones that are relevant to them to build stories around, to sort into piles of like and dislike, etc.

- Divide class into pairs or small groups (possibly allowing them to speak for a bit in their native languages) and ask them to discuss what are the major problems of immigrants in the city today; get major themes translated into English, make a composite class list, and go from there.
- Historical and class analysis of immigration: ask when and why students came; the motivations for coming may be the biggest cues for particular problems they experience here now, or for how they see Canada.



- Attend special cultural events, like a folklore festival (as in the photo above). You could even go as a class- observe what interests people the most; what in the conversations, crafts, or song lyrics give you cues to potential themes.
- Use music or art forms to focus on themes - get students to bring them in or bring some in yourself; build on the themes in the songs, picture, crafts, etc.
- Take field trips to typical Canadian places, to ethnic communities, to work places, etc.; see what issues emerge from these visits; follow up in class.
- You can always invite in people: Canadian friends, employers, union leaders, medical personnel, teachers, etc. - questions raised in their presence may identify other issues key to participants.

- Check in the ethnic community newspapers (students could help with translations) for issues or current events relevant to a particular immigrant group.
- Visit the community: schools, stores, restaurants, hospitals, factories, gatherings. Look, listen, participate; themes will emerge. You can also photograph these places and see what reactions they provoke in participants.
- Get to know various community groups with social and service functions directed at the ethnic groups represented in your class; visit them and bring their materials to class; thus at the same time as identifying themes, you can also help identify services available to immigrants.



**IMMIGRANT
WOMEN'S
HEALTH
CENTRE**

**750 Dundas St. W.
Suite 301
Toronto, Ontario
Phone 367-1388**

- Check the libraries, public or otherwise; they are gathering more and more culturally-sensitive materials.

- Cross-Cultural Communications Centre has files on several ethnic communities, including a collection of audio-visual materials on immigration issues and ethnic groups (1991 Dufferin Street, Toronto).
- Literacy Working Group, of St. Christopher House (P.O. Box 433, Station E, Toronto) has already done some community analysis and identified major themes for ethnic communities: Work, Housing, Transportation, Education, Family Life and Leisure Time, Immigration, Consumption. They have developed goals and conscientization objectives in all of these areas and a series of trigger questions that help classes explore in depth these social issues. They want to work with ESL and literacy teachers to develop some more systematic curriculum materials.
- "Model for Analysis of Immigrant Communities" developed a few years ago out of the West End YMCA involves a 4-page list of dimensions of community life to explore with participants (available from Citizenship Branch).
- Audio-visual presentation "An Exploration of Latin American Culture and Values" has over 500 slides of different dimensions of culture, including ecology, economics, politics, technology, religion, and family. (Available for purchase from NGO Division, CIDA, Place du Centre, 200 Rue Principale, Hull, Quebec, K1A 0G4).

See page 41 for updated information on these resources.



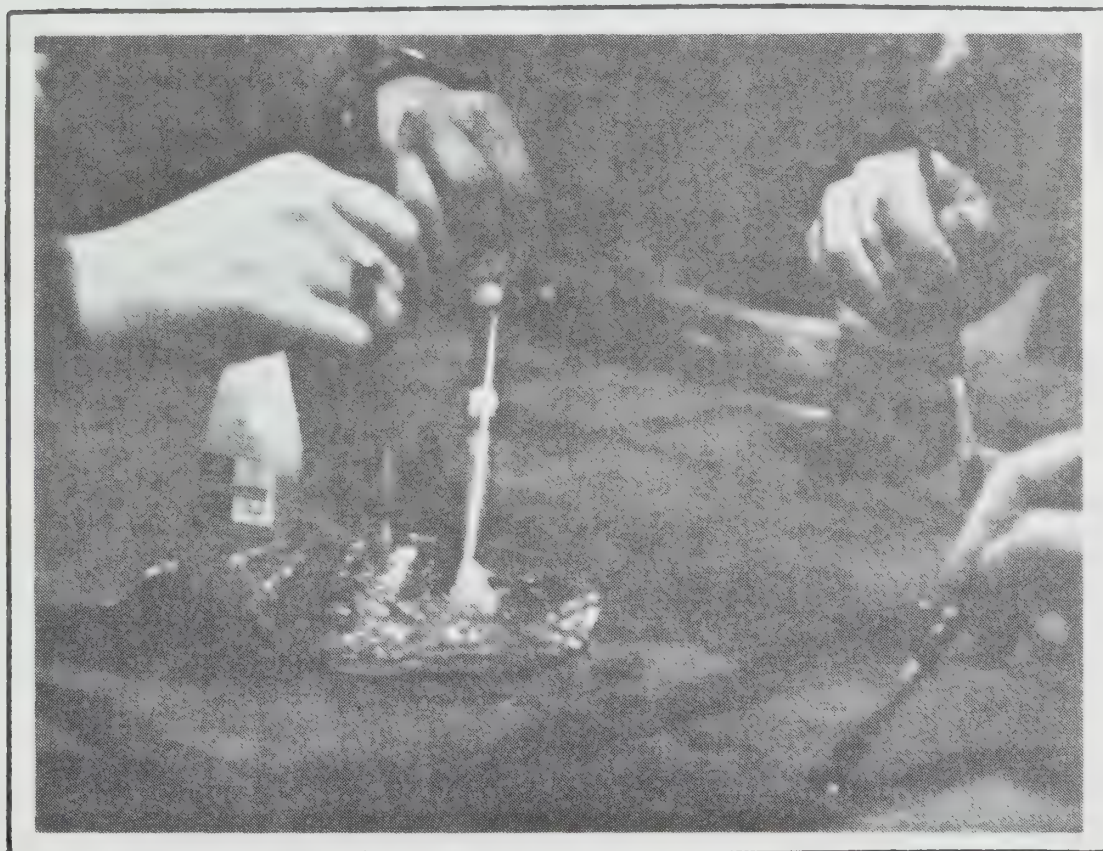
- "How to Map a People" - a four-page list of elements of culture that can be a tool for analyzing the themes of most interest to participants; one ESL teacher explored the topic "gestures" with her multicultural class, developing a scenario around misunderstandings arising from nonverbal differences between cultures; the list "How to Map a People" and the resulting photo-story are available from the Citizenship Branch.
- Another teacher got her students to generate their own list of characteristics of a culture; "How would you map a people?" she asked; no list is sacred, and the most effective are those that have come from the participants in your class.

The list of ways to choose themes is endless; you surely have many other ideas. Let us know which of these are effective for you and what other methods you've created. Onward...!

II. HOW TO CREATE TOOLS

Once you have selected a theme or several themes that are of vital importance and relevance to your students, how do you build those ideas into an ESL lesson?

When we use only verbal motivators to teach language, like a text for example, we keep the focus on what is unknown or uncomfortable to the new speaker of English. A nonverbal tool - like a photograph, a song, or an object - can engage the interest of the student and motivate him or her to talk about a particular theme or issue, taking the focus away from the language issue. If the students are involved in making the tools as well (like the class below working collectively on a simple silk screen), then there will be even more interest and investment; conversation is freed up and flows more naturally.



Many Forms

A thematic tool need not be complicated or expensive. It can be as simple as a cartoon in the morning paper on landlord-tenant relations (as one ESL teacher used) and as close at hand as a cooking utensil hanging in your kitchen (used by another teacher).

Consider these alternative forms:

1) PHOTOGRAPHS or SLIDES

Originals or from magazines; for example, photos of different housing conditions in the area could provoke a discussion of housing, rent, immigration, economic issues, or community improvement, and could lead into practical language lessons around renting or buying homes, etc.

2) DRAWINGS or CARTOONS

You can involve class participants in making them; for example, drawing the neighborhood where they live, focusing on businesses, services, cultural composition, places where English is used, or problem areas, etc.; cartoons and comics can be drawn from magazines or newspapers.

3) FILM or VIDEOTAPE

You can use already-existing films or slide/tape shows on relevant issues, Canadian or community-related; e.g., the slide show "For What Did I Come to this Country?" available from the Cross-Cultural Communications Center, or "Maria," about an immigrant working woman, available from NFB. You can make live videotapes of specific situations: a visit to a doctor, a community gathering, an ESL class, to be used to focus on social themes and/or specific language learning.



4) SOCIO-DRAMA or ROLE PLAYS

Present a particular situation and ask people to respond as they would naturally in that situation; for example, the women above are Peruvian urban migrants in a literacy class, acting out their experiences with bus drivers in the city. In role plays, the teacher assigns particular roles and can assign particular attitudes to student actors facing a problematic situation, e.g. one Toronto ESL teacher set up a mock citizenship hearing, where prospective citizens had a chance to take the role of the judge as well as to practise their own responses to his/her questions.

5) NEWSPAPERS, RADIO REPORTS , COMMERCIALS, POSTERS

For example, use an article on the immigration bill, posters advertising an important or controversial event, a commercial that reflects a purely Canadian value, etc.



6) MUSIC, SONG, FOLKLORE

For example, use national folklore songs to provoke students to tell stories about their history and culture; use songs in English for language learning or controversial Canadian issues. Proverbs are used in African literacy classes because they are a popular art form through which people express feelings and make acute social observations.

7) ARTS, CRAFTS, OBJECTS

These can be brought in or made by participants if symbolic of social or cultural themes.

One ESL teacher brought in kitchen utensils (like those in the photo to the left) and got participants to bring in utensils which were unique to their own culture's cuisine. This served not only to motivate them to talk about their own customs and affirm their own culture, but allowed the possibility of exchange and introduction to Canadian customs.

By encouraging students to bring in their own cultural objects, the teacher and other students are also learning about different ways of life. The maté, in the bottom photo to the left, a gourd which Argentinian, Uruguayan, and Chilean people fill with an herbal tea and sip through a metal straw, is more than just a container; it represents a tradition rich with rituals- its preparation has special stages, it is offered by one friend to another, it has deeper social meanings, etc. (like the Japanese tea ceremony).

8) OTHER KINDS OF TOOLS YOU CAN ADD...?

Some criteria...

The thematic tool as discussed here should be distinguished from a "teaching aid", in the traditional sense of its use. Teaching aids are usually used by teachers only to illustrate a pre-determined point that they want to get across.

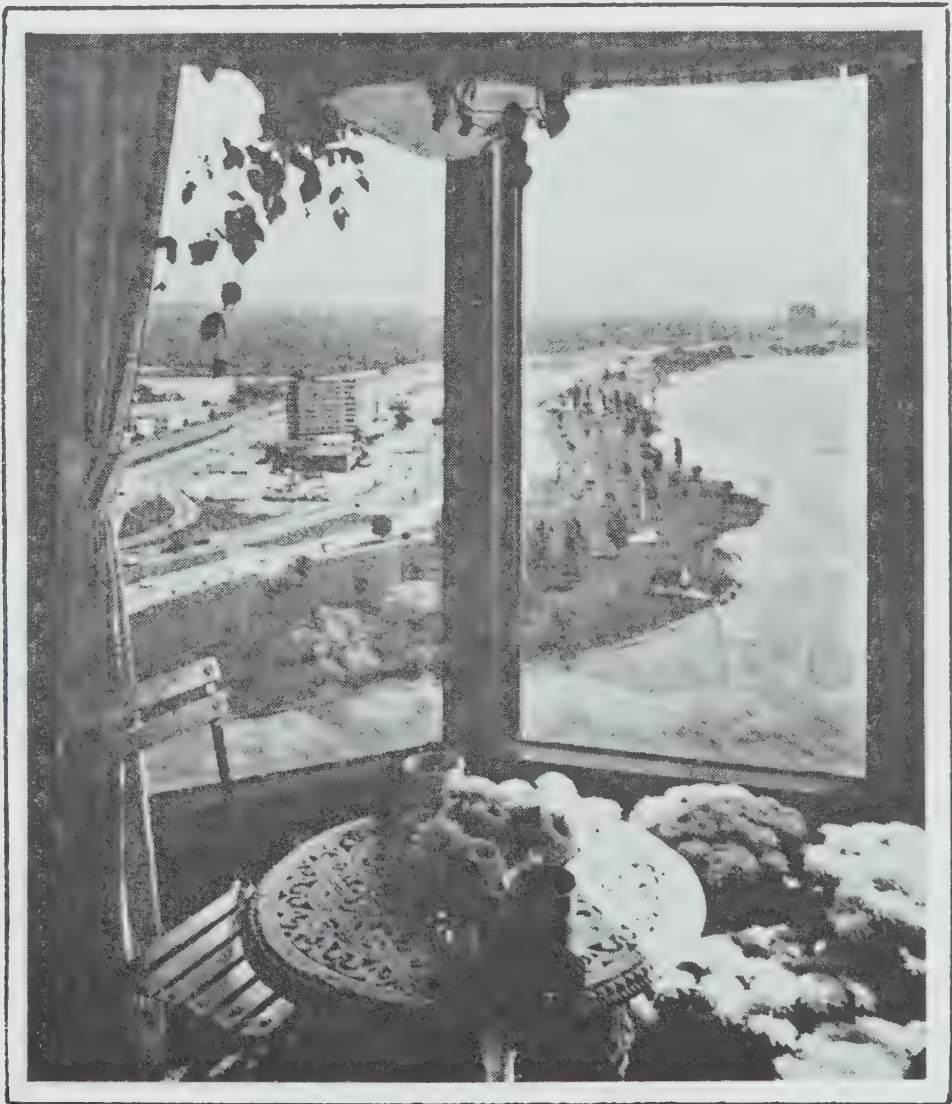
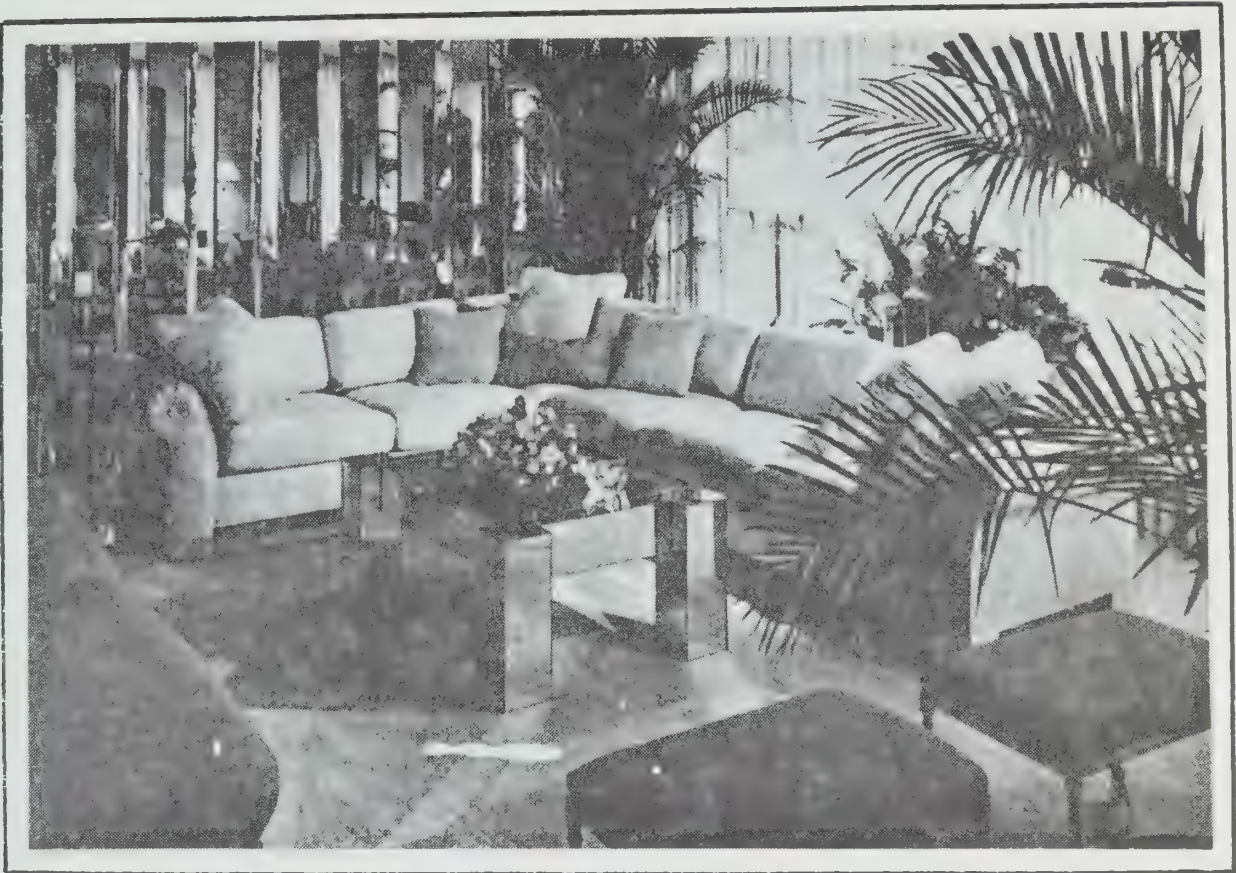
We are more concerned here with tools which generate involvement of the students, which allow them to share their own experiences associated with the tool, which provoke critical discussion and natural conversation in the class. There will not be just one meaning for a tool; it will likely evoke different kinds of interests in different students. These differences, rather than confusing a class, can enrich a lesson and make it more real to the participants.

A simple set of criteria might be checked as you're creating tools; just remember the word "FIGS":

F - for familiar: the tool and the theme(s) behind it should be recognizable and familiar to the participants, should relate to their everyday life.

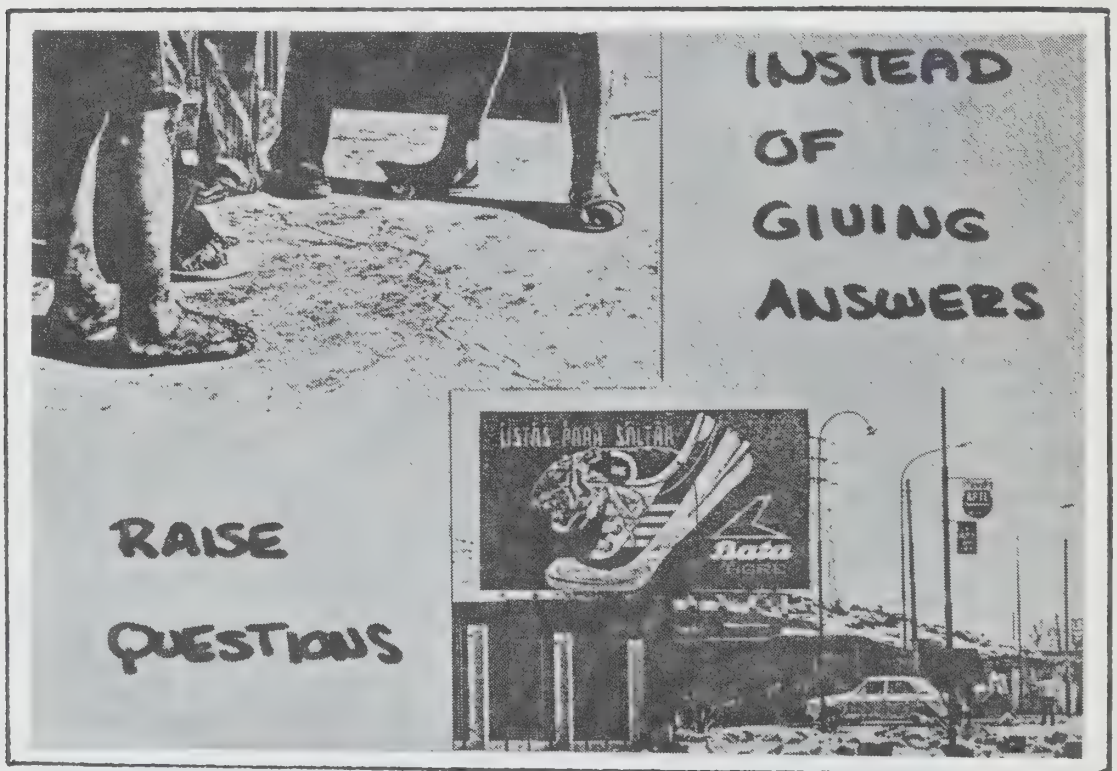
A teacher using the photos to the right to provoke discussion about housing and furniture with a Greek working class immigrant found that the woman could not relate to the settings or the furnishings; they did not at all resemble her own home and thus served to alienate her further from her new Canadian environment.

What kinds of tools do you think would be more appropriate?



I - for involves the student personally and emotionally in the issue and discussion. Photographs of people expressing some real human sentiment are more evocative than certain life-less textbook figures or graphics of uninhabited places, for example; also students can be involved in creating the tools.

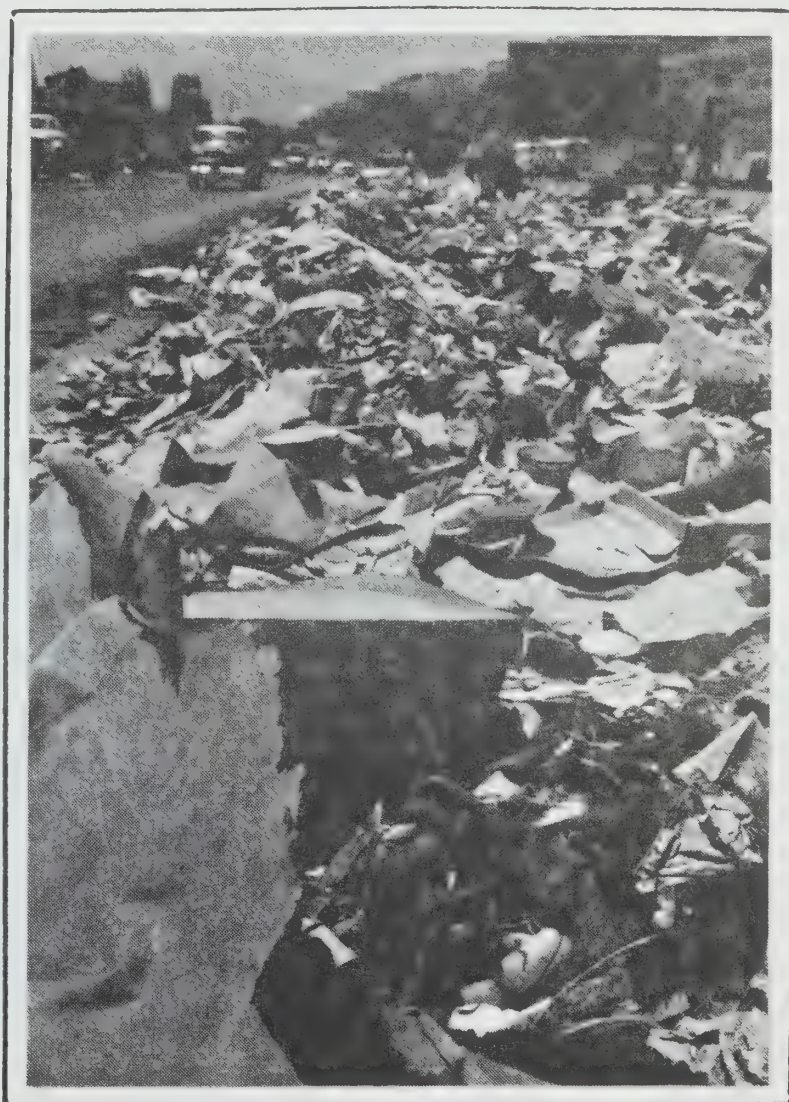
G - for generates questions; this is contrary to the **typical** teaching aid, once again, which is used mainly to give answers. One technique of provoking such question-raising is that of juxtaposing images which point to contradictions in our social situation. The Bata shoe sign next to the barefeet below provokes deeper discussion.



S - for making the social setting clear, i.e. if using drawings or photos of a human situation, presenting the issue in a context, and not isolated, in a vacuum.



For example, the pile of garbage in the top photo indicates a problem, but doesn't locate it in a context; the bottom photo places the garbage in a setting, on a highway, where viewers can also identify other familiar objects: cars, houses, people.



Involving participants in creating tools

We've mentioned the possibility of creating thematic tools as a class activity. In fact, such an activity might serve at the same time as a way of identifying themes important to students.

In one experience with ESL teachers, we spent an evening doing drawings that could be used in classes. Minimal materials are required--some paper and a pen and everyone can join in. This was the procedure we followed:

Each teacher selected from a list of settings one place that might be important to the ESL student in terms of language-learning and orientation.

The first time around, each teacher drew a sketch of that setting, and a possible interaction within it, but with the restriction of drawing with the left hand (or for left handers, with the right). The technique of drawing first with the left hand put us all at an equal disadvantage and gave us an analogous sense of what it must be like to function in a second language which is not our usual one. Delightfully, too, it loosened us up to freely play with our drawings and not be hampered by expectations of great works of art.

Everyone's drawing was taped to the wall so we could circulate and view them all. Feedback or new ideas from others were then incorporated into a second drawing which was done with the right, or usual writing hand.



As is evident in these two attempts, the more awkward left-handed drawings (like the one above) were often the more creative...!





The content of the drawings varied, according to the interests and experiences of the teachers. Some were related to fresh memories, like a recent blizzard (as in the top drawing to the left). Others offered an opportunity for participants in an ESL class to compare marketing experiences and economic situations in their country of origin with Canada (as in the drawing to the left on the bottom).

Other themes depicted included:

- a patient entering the emergency ward of a hospital
- an extended family at home in their apartment
- a multi-purpose gas station
- someone making an accident report by public telephone
- a passenger buying tickets and boarding a plane

Teachers involved in the experience were surprised at how fun and easy it was; they drew ideas for themes from each others' work.

And they quickly made the connections between their own experience of making tools together and the possibility of trying something similar with their students. These comments affirm those connections:

"As I'm having trouble teaching language to my class of beginners, drawing might relieve the tension."

"It gives students a chance to express things by drawing that they can't express verbally."

"They will draw what is most interesting to them in their own lives."

"Drawings facilitate participation by students and lead to talking; if they draw, they will want to tell why."

"I would find out more information about my students, different topics will come up from their pictures, they will develop themes."

"They will cooperate with each other, learn more about each other."

"I have realized how much language you can get out of a simple drawing."

"An idea for a game: let students choose a theme - one draws one thing, passes the paper along to the next person who adds something to the drawing, etc. Look at the finished paper, and talk about it."

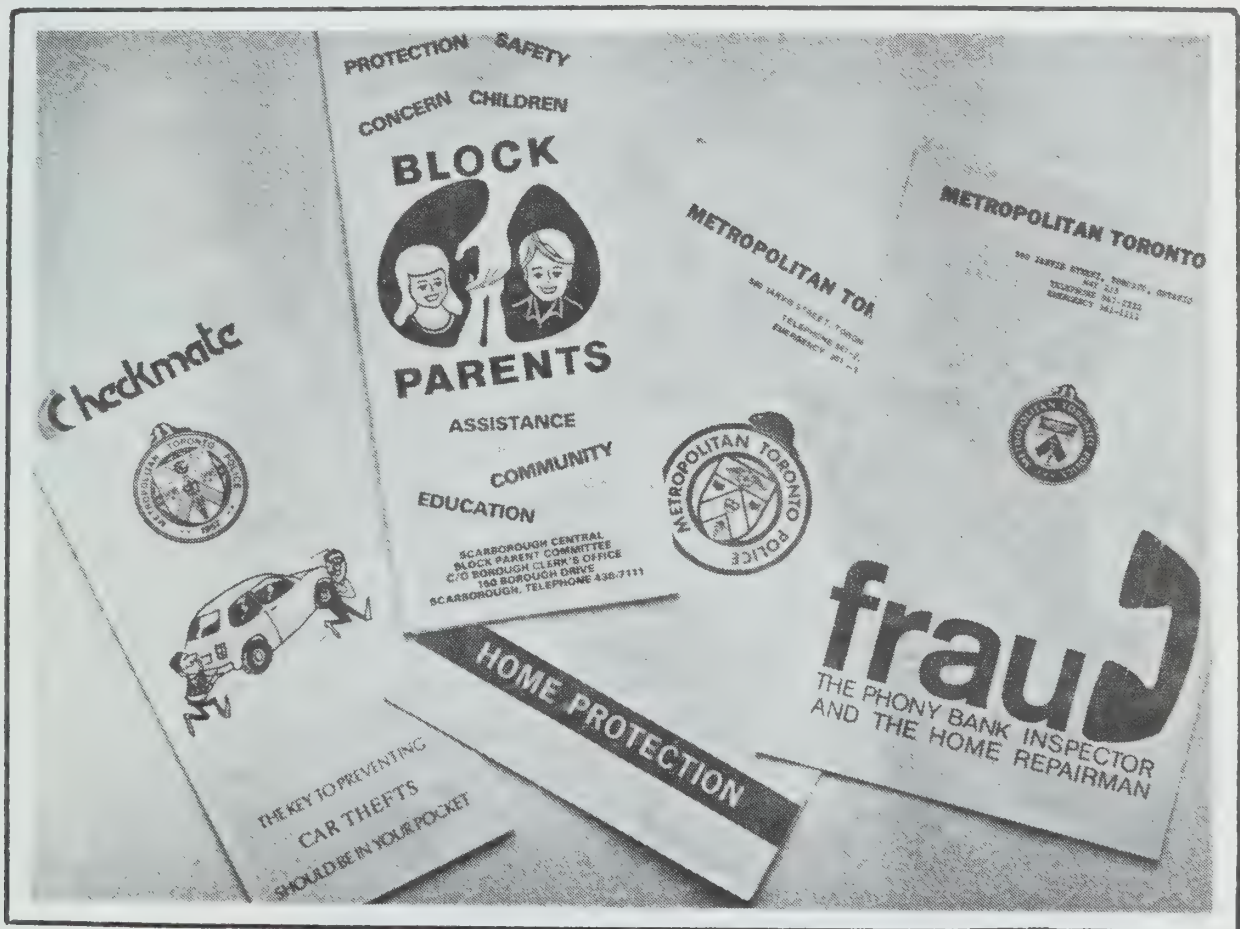
What new connections can you make with your class? Try it....!

Some further examples

Some tools don't need to be created - they are just waiting to be discovered! One resourceful ESL teacher sought out materials available in major Canadian institutions that caused particular adaptation problems for new immigrants.

She learned that the relationship with the police, for example, was a somewhat problematic one, as their role varies from country to country.

The materials below introduced students to the multiple services of the Metropolitan Toronto Police, and provoked discussion around very specific fears and misunderstandings students had.



The same teacher found that banks also operated under different rules here than in many countries of origin. Most banks offer material explaining their procedures which are available to classes (as are tours of the banking facilities). But as well as presenting information, they can be reviewed critically; the diagram below, for example, of the "average spending pattern of Canadian families" may not be relevant or appropriate for many immigrants whose life-style has its own values and norms.

Average Spending Pattern of Canadian Families

based on an average of 4 to a family
with take-home monthly income*
of \$700 - \$1,000.

FOOD: Household food, beverages and dining out.

HOUSING: Rent or mortgage payments, taxes and insurance, fuel, light, water, telephone, repairs and maintenance, household operation, appliances and furniture.

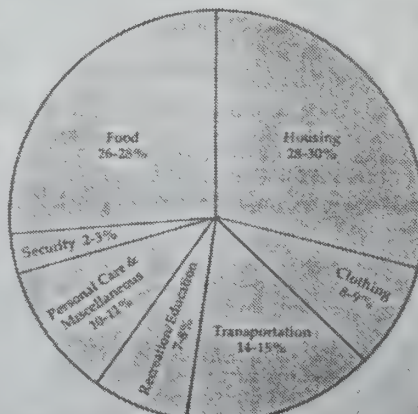
CLOTHING: Clothes, footwear and related services.

TRANSPORTATION: Car fare, automobile payments, maintenance, repairs, license, insurance.

RECREATION/EDUCATION: Holidays, membership fees, subscriptions, sports, hobbies, tickets, school and lesson fees, books, personal allowances.

PERSONAL CARE & MISCELLANEOUS: Personal care, medical expenses excluding prepaid medical plans, dentist, drugs, tobacco, Christmas and occasional gifts, charitable contributions.

SECURITY: Life insurance and private pension plans.



BANKING IS EVERYBODY'S BUSINESS





A theme of major interest among parents in ESL classes is the schooling of their children. One teacher found a page of photos in the newspaper illustrating the first day of the school year in public schools. This visual starting point provoked a discussion on those areas that caused problems, and certain activities followed:

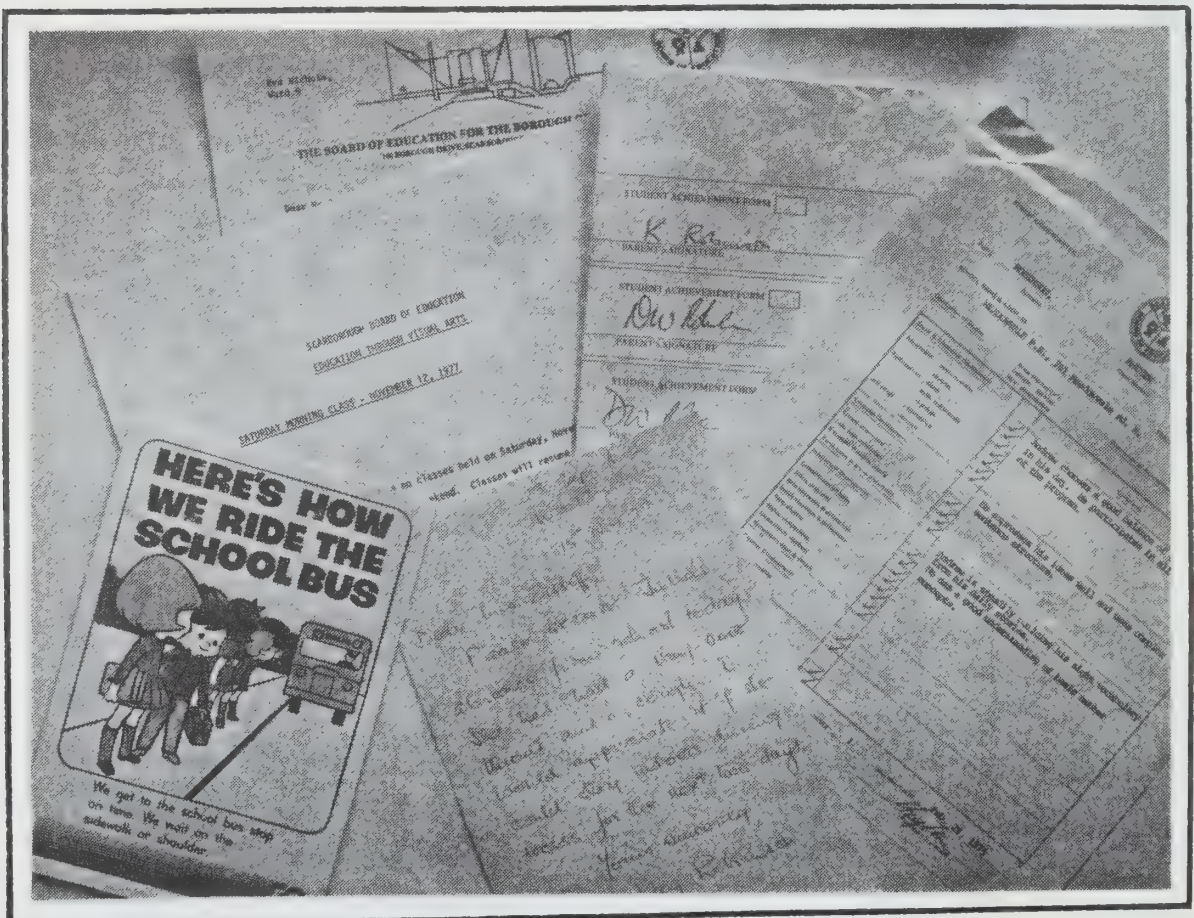
- Telephone conversations: to explain an absence, to arrange an interview, offering to volunteer
- Writing a note to request an interview and giving the reasons for the request
- Role-playing an interview
- Studying a report card for comprehension
- Discussing curriculum night, open house
- Comparing Canadian schooling with that of the country of origin
- Arranging a visit to a local school

Back-up materials were used either to illustrate the points students raised, or to suggest areas of concern they may have omitted.

They included:

- report cards and envelopes
- absence and interview notes
- official school notices: P.D. days, holidays, school trips
- Health examinations
- **Safety** regulations
- volunteer requests
- trustee's newsletter

These supplementary tools (pictured below) were concrete materials that parents had to deal with and needed practice in handling.





A bilingual teacher working with Latin Americans developed several kinds of tools to explore various aspects of a theme of major concern to her students - the Latin American family living in North America.

One tool was a collage of magazine photos showing various Christmas traditions, generating discussion around the extended family at holidays, family economics, religion, etc.

Another tool was a series of socio-dramas (husband-wife, brother-sister, father-daughter), which involved participants in acting out relationships of importance to them and brought to light tensions within the family.

A drawing of relatives in the home country bidding farewell to the family emigrating to Canada provoked emotional responses about the decision to immigrate, the relationship with the country of origin, alienation in a new culture, family expectations of Canada, etc.





A street scene drawing had many elements that participants could associate with, depending on their interests:

- male and female roles
- public transportation
- advertisements
- parking regulations
- downtown neighborhoods

The more general family theme arose originally out of a discussion with students and proved to generate many other related topics: cultural and class differences, nuclear vs. extended family, status and roles of family members, economics, etc.

III. HOW TO USE TOOLS

Once you have a tool that appears relevant and provocative, it is of little value unless it is used in a way that generates genuine participation, leading to some shared analysis and action. The critical issue is the use. Once again, this implies a different role for the teacher than the one commonly associated with teaching aids, in which the teacher is seen as all-knowledgeable and the students as ignorant, in which material is imposed solely by the teacher and digested passively by the students. Rather, we're looking at the kind of relationship in which the teacher respects the experiences and knowledge of the adult learners and encourages their contributions and their involvement in selecting themes and tools.

This requires another kind of skill - rather than the traditional ability to give answers, it requires the ability to ask questions. Teachers become learners, too, as well as facilitators of the fuller participation of learners in a process of learning which when shared serves to increase our social awareness and action.

Again, we stress the limitations of this handbook. It focuses on the non-language dimensions of the ESL experience. Other materials deal with language structural issues specifically. The stress here is on using tools as starting points for discussions, allowing an opportunity for practice of natural conversational skills, And out of these thematic discussions, linguistic problems are to be noted and language lessons structured around those problems.

To generate conversation that is relevant and meaningful, then, the ESL teacher might try to involve participants in responding to the thematic tool, roughly following these stages (the questions are sample questions, but are not meant to be formulae; it is better that the conversation flow naturally):

1) DESCRIPTION:

What do you see? Describe it.
What do you think is happening?

2) PERSONAL ASSOCIATION:

Have you ever had an experience like that?
Describe it to us.
Does it remind you of something you've done?

3) SOCIAL RELATIONSHIP:

How is your experience similar to others?
How is it different?
Is this a problem that other people have?

4) ANALYSIS:

Why does this problem exist?
What happens because of it?
How does it relate to other problems?

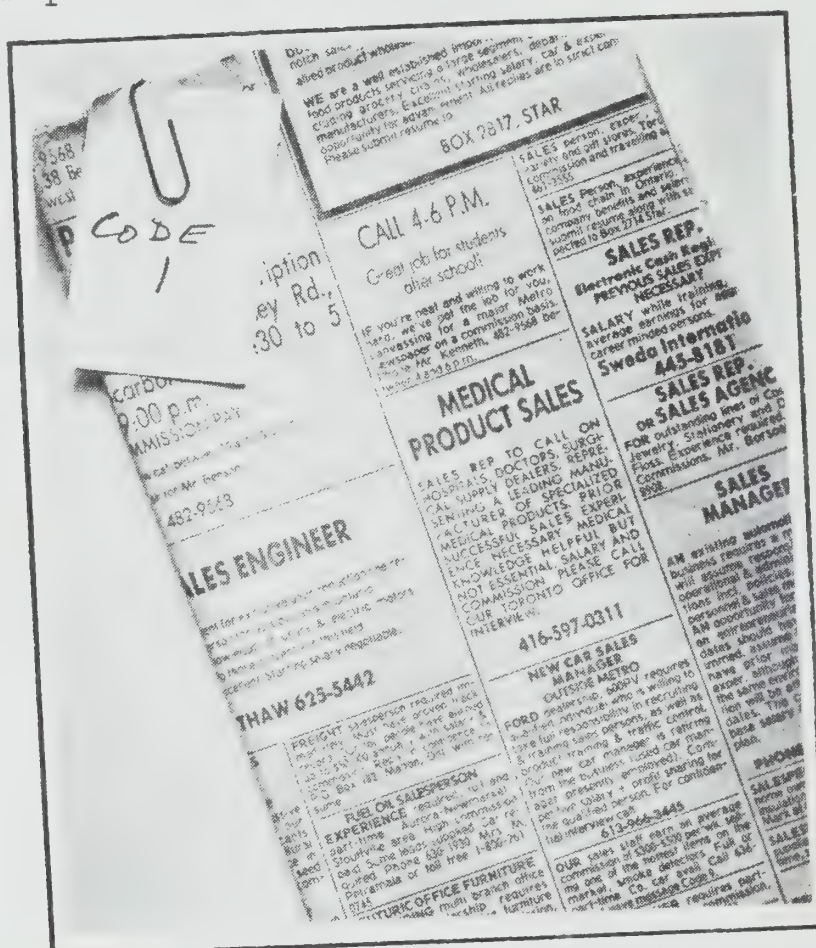
5) ACTION:

What resources in the class or in the community could be helpful?
What else could be done about the problem?

Of course, in teaching a very basic group, the questions, too, would be more basic, and the responses would also be limited.

Let's examine how one ESL teacher applied selected themes and tools to conversations with his students about their work experiences; he has his own style of question-asking, as will each teacher.

The issues confronting an immigrant in seeking and obtaining work, coping with the bureaucracy of industry, establishing relations with peers and superiors, may be presented in five groups of problems.



Problem: Methods of seeking a job- using
classified ads, being directed by
Manpower, knocking on doors, being
recommended by a friend

Tool: Page of classified ads (above)

Use of Tool: Has anyone been looking for a job?
How did you set about it?
Where did you look?
What success did you have?

2. THE INTERVIEW

Problem: Coping with a face-to-face situation

- Filling out an application form
- Understanding a mono-lingual interviewer
- Understanding your rights, minimum wage, or the going wage for the industry
- Explaining your background and experience

Theme: Selling yourself

Tool: Application form (below)

Use of Tool:

- When you first saw this did you understand it?
- If not, what did you do?
- Did you understand their explanation?
- Did you make sure that you did understand?
- Did you get the job?

U
CODE
2

APPLICATION AND PERSONAL RECORD
SUPREME ALUMINUM INDUSTRIES LIMITED

FORM 200

DATE OF APPLICATION _____ DATE OF BIRTH _____

NAME _____ TELEPHONE _____

AGE _____ SEX _____ HEIGHT _____ WEIGHT _____

EDUCATION _____ HAVE YOU ANY PHYSICAL DISABILITIES? _____

SOCIAL INS. No. _____ GROUP NO. _____

ARE YOU LEGALLY ELIGIBLE TO WORK IN CANADA? _____

PREVIOUS EMPLOYERS	PERIOD OF EMPLOYMENT		RATE OF PAY	TYPE OF WORK	REASON FOR LEAVING
	FROM	TO			

CHARACTER REFERENCE _____

NAME _____

PREVIOUS EMPLOYERS AND REFERENCES MAY BE CHECKED TO VERIFY STATEMENTS MADE

INSTRUCTIONS:
A - Do you agree to contribute 36¢ per week to S.A.P.E.R. (Supreme Association for Effective Results)?
B - Do you agree to contribute 40¢ per week to Charities (Employee United Appeal Fund)?

I AGREE TO ABIDE BY COMPANY REGULATIONS

All new personnel shall be considered on a probationary basis for the first three months with the Company. On completion of this three month period you shall be considered a regular employee and Seniority shall date back to the date on which Employment began.

SIGNATURE OF APPLICANT _____

REMARKS _____

STARTING DATE _____ DEPT. _____ RATE _____ INTERVIEWED BY _____ CLASSIFICATION _____ CLOCK No. _____

3. JOINING THE WORK FORCE

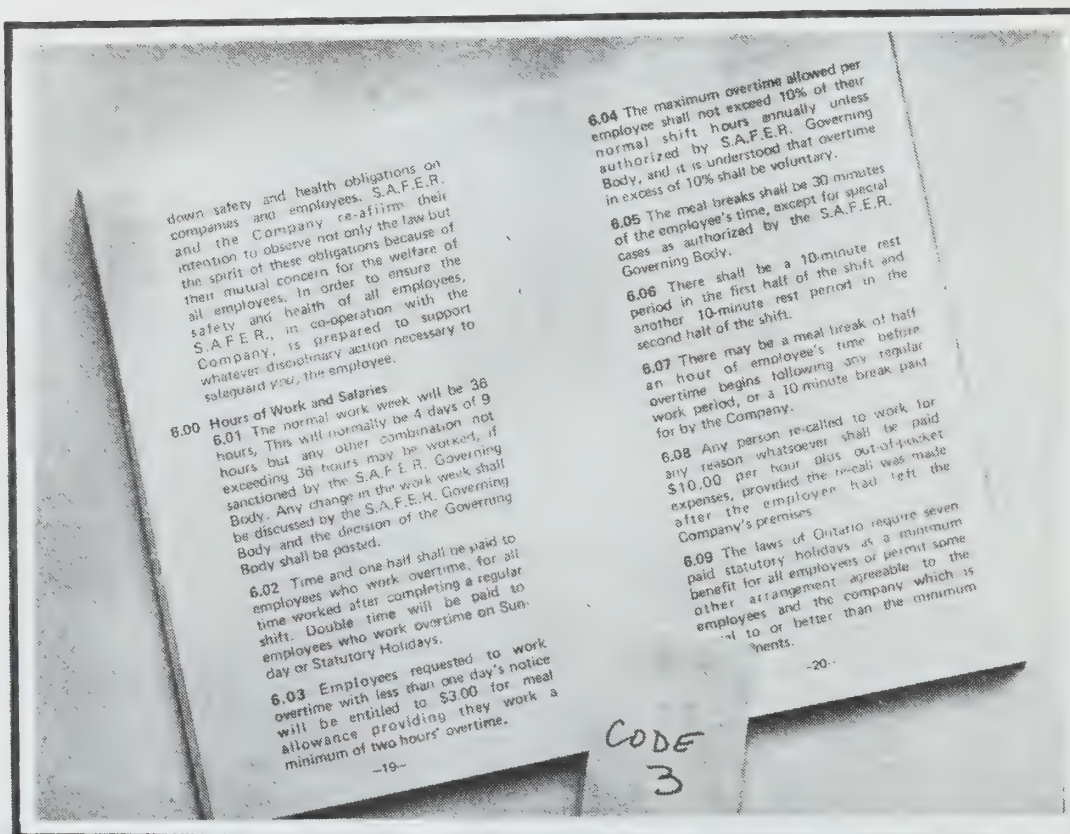
Problem: Establishing relations with multi-lingual peers

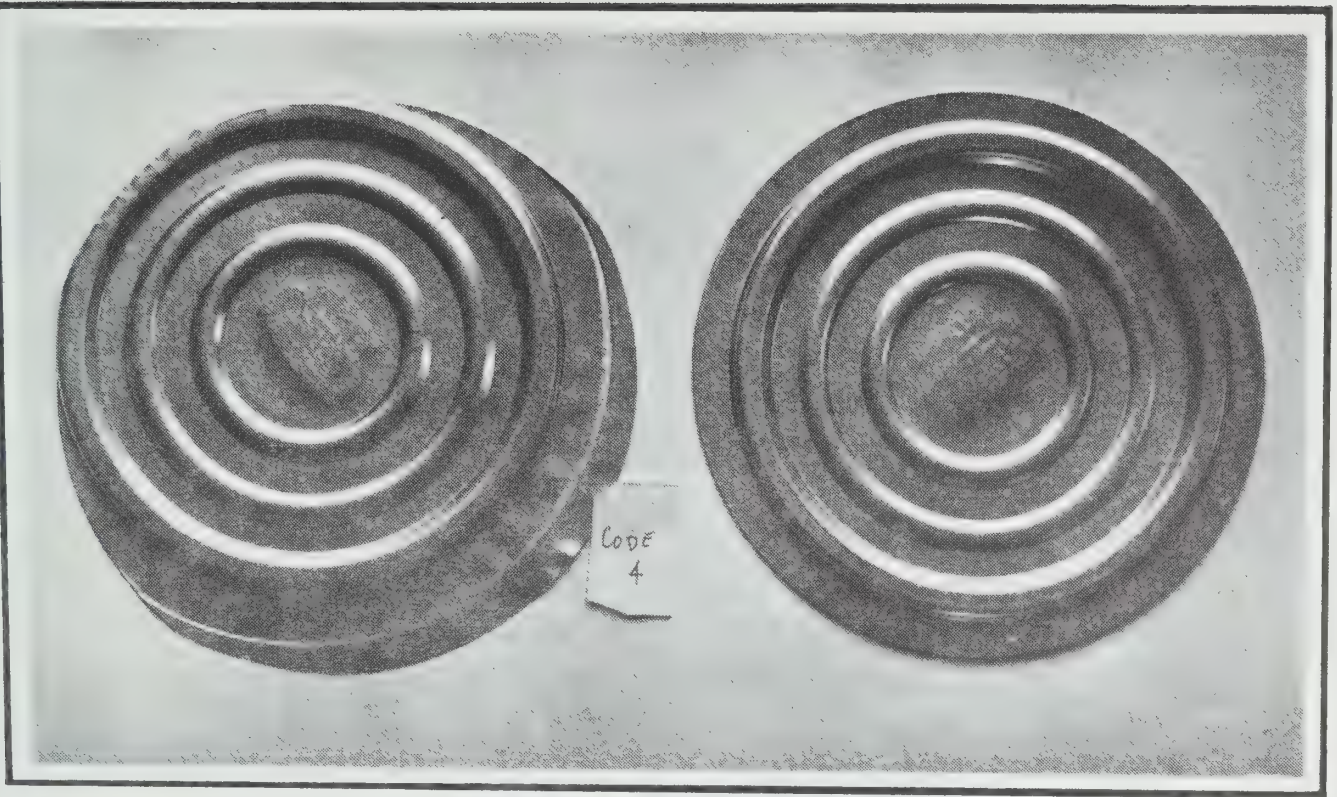
Theme: Cross-cultural worker relations

Tool: Union handbook (below)

Use of tool:

- Were you introduced to workmates by the supervisor?
- Did you find others from your country?
- Did English-speaking workers make contact with you?
- Is there a union?
- If so, do you want to join it?
- Did joining the union make you feel part of the plant community?





4. RELATIONS WITH MANAGEMENT

Problem: Establishing relations with
immediate supervisor

Theme: Understanding Canadian industrial
relations (good and bad)

Tool: Work pieces from a factory assembly
line: a good one and a reject (above)

Use of Tool:

- Do you see any difference between these
two pieces?
- Why was this one rejected?
- How was it caused?
- What did the foreman say?
- Did he blame you?
- Had he explained the job to you?
- Was he unjust?
- If so, what can you do?
- Can you appeal - to whom?
- Would this put your job in danger?

5. TERMINATION

Problem: Coping with the trauma

Theme: The impermanent nature of industrial jobs

Tool: Termination slip

Use of tool:

- Why were you terminated?
- Did you quit? Why?
- Were you dismissed? Why?
- Were you laid off? For how long?
- Did anyone explain why you were dismissed or laid off?
- Did you understand?
- If not, what can you do about it?

Unemployment Insurance Canada **Assurance-chômage Canada**

RECORD OF EMPLOYMENT

PLEASE READ THE FOLLOWING WHEN COMPLETING THE "RECORD OF EMPLOYMENT"

1. Enter the number of weeks in which the employee's pay was at or above the minimum weekly insurable earnings. Fill all blocks, using zeroes where necessary. Example: Enter 1 week as 01

2. If the reason for issue is "illness" or "injury" and paid sick leave or wage loss insurance is payable, enter the amount under "other" in item 11. Example: "\$80.00 per week for 16 weeks".

3. Fill all blocks, using zeroes where necessary. Example: enter \$655 as 00855

4. Enter the date the employee was advised to return to work. If he was not advised of a definite recall date, returning or "unknown".

5. If no monies were paid or payable, enter "nil".

6. Make sure the employee's correct Social Insurance Number is entered.

7. Enter the employee's occupation. Example: hardware salesman, bricklayer, lathe hand, etc.

NOTE: If you make a wrong entry in the blocks showing the insured weeks and/or the amount of insurable, all copies and complete a new Record of Employment. These figures must not be changed.

Before contacting the Unemployment Insurance Commission for further details, please refer to your Record of Employment Guide (Form UIC P77).

SERIAL NUMBER - NUMÉRO
3-24781

CODE 5

THESE ARE VALUABLE DOCUMENTS AND MUST BE KEPT IN A SAFE PLACE - C

This example represents one person's approach to the use of themes and tools. There are as many options as there are teachers. How would you do it differently?

Updated Information on Resources Listed on Page 11

1. The current address of the Cross Cultural Communication Centre is 965 Bloor Street West, Toronto, M6H 1L7. Telephone (416) 530-4117.
2. The Literacy Working Group of St. Christopher House is no longer in existence. The work referred to on page 11 was incorporated into the development of "Themes for Learning and Teaching", a document published in 1979 by the ESL Core Group. This material is available on loan from the Resource Centre of the Ministry of Citizenship.
Telephone: (416) 965-6763.
3. "Newcomer News" is now called "The Ontario Times". This newspaper, written in easy-to-read English, is published once a month from September to May. Available by subscription. To subscribe contact:

The Ontario Times
Citizenship Development Branch
Ministry of Citizenship
77 Bloor Street West, 5th Floor
Toronto, Ontario
M7A 2R9
Telephone: (416) 965-9919

4. A useful guide for locating additional resources is the booklet, "Materials and Services", published by the Ministry of Citizenship. This is available from the Citizenship Development Branch, free of charge, to ESL teachers and others working with newcomers.



Ontario Ministry
of Citizenship